Unit of Practice- TTLA, 2001- Sharry Knock, Family & Consumer Science teacher, De Smet SD

Title

Food for Thought

Subject

Interpersonal Communication, Technology, Nutrition & Health

Level

High School

Abstract

This is an interdisciplinary project in which students use critical thinking skills to explore consumerism as it relates to decisions made about food selection. Students will be introduced to the basics of wise consumer practices and then will tour the grocery store. During the tour, they are to formulate some questions that might be answered by conducting research. Each student will choose one question to find the answer to. Once the question has been formulated, the student will plan how to answer the question, conduct the research, conduct a test, gather results and present the results in a computer-generated graph incorporated into a Power Point presentation.

Invitation

What makes theater popcorn taste so good? Is there cream in whipped topping? How much less would you spend on pizza in a year if you made your own? How much time can you save by using convenience foods? These are all questions that consumers should ask themselves when they make food purchases. Finding the answers can improve our health, our budgets, and the way we spend our time.

This project is a great way for students to learn because they become engaged in their learning. They decide what they will do, how they will do it, and take ownership of the entire project. They learn about everyone's project, because they are involved in the testing of every student's question.

Situations

This project will take approximately 8 days of class time to complete. It will take place in the classroom, at the grocery store, and the computer lab. The culmination will be the presentation of results by each student in the form of a Power Point presentation.

Tasks

Day 1-Students will be introduced to the project by the teacher posing some questions such as "Does microwave popcorn taste as good as theater popcorn? Does it take longer to make

macaroni and cheese from the box or the frozen package? Which is better for you: yogurt, ice cream, ice milk, or frozen dessert, and why?"
The teacher will supply students with background information on consumer skills as used in purchasing food.
Day 2-The students will go to the local grocery store, where they will complete a study guide in which they will compare prices, nutrition, preparation time, and cost of a variety of foods.
Day 3-A class discussion will be held guided by the teacher as far as what they found out on their tour.

Task continued-
Each student will formulate one question they want to find the answer to. The question must allow them to compare 3 of the four components of decision-making in selecting foods: preparation time, taste, cost, and nutrition. Each student will come up with a plan for how they will conduct their research, a list of the supplies needed and a time schedule for completion.
Day 4-The students will go to the grocery store to purchase the supplies needed for their research and collect data.
Day 5- The students will conduct their research by doing any food preparation needed, and set up their taste tests, gathering information on price and nutrients from package labels and recipes.
Day 6 & 7- The students will interpret the data collected and generate a computer graph to represent the data. It will be incorporated into a Power Point presentation which will begin with the question and end with the answer they found.
Day 8- Each student will present their findings to the class.

Interactions

The students will work independently on their project, but will be encouraged to interact with each other as they formulate their questions.
They will interact with each other as they conduct their taste tests.
The teacher will act as the facilitator throughout the project, and will assist with the graphing and the Power Point presentation, where needed.

Standards

6.0 Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 6.3 Demonstrate planning, selecting, storing, preparing, and serving foods to meet nutritional needs of individuals and families across the life span.

7.0 Evaluate management practices related to human, economic, and environmental resources.
- 7.1 Demonstrate management principles to meet individual and family needs and wants in relation to food.
- 7.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Assessment

The project will be evaluated by both the teacher and by the student. Students will complete a self-evaluation. The students will be evaluated by the teacher through the use of a rubric which will assess the way the question was stated, the plans for research, the way the research was conducted, the conclusions drawn, the graph, the Power Point presentation, and the answers to questions by the teacher and other students after the presentation.
Rubric follows:

Rubric for “Food for Thought” Project

Student’s Name_____

Question:_____
_____

Possible Points____180 Student score_____

The Question	**Below Average**	**Satisfactory**	**Excellent**
• Was the question clearly stated?	1 2 3	4 5 6	7 8 9
• Was the question pertinent to the topic?	1 2 3	4 5 6	7 8 9
• Was the question appropriate for research?	1 2 3	4 5 6	7 8 9
The Plans	1 2 3	4 5 6	7 8 9
• Were the plans complete?	1 2 3	4 5 6	7 8 9
• Were the plans done on time?	1 2 3	4 5 6	7 8 9
The Research	1 2 3	4 5 6	7 8 9
• Was the research pertinent to the question?	1 2 3	4 5 6	7 8 9
• Was the research carried out as planned?	1 2 3	4 5 6	7 8 9
The Conclusion	1 2 3	4 5 6	7 8 9
• Was there evidence of critical thinking?	1 2 3	4 5 6	7 8 9
• Were the conclusions based on the research?	1 2 3	4 5 6	7 8 9
• Were the conclusions complete?	1 2 3	4 5 6	7 8 9
Presentation	1 2 3	4 5 6	7 8 9
• Was the presentation thorough?	1 2 3	4 5 6	7 8 9
• Was the presentation creative?	1 2 3	4 5 6	7 8 9
• Was the presentation organized?	1 2 3	4 5 6	7 8 9
• Were the mechanics of writing correct?	1 2 3	4 5 6	7 8 9
• Did the presentation reflect the research?	1 2 3	4 5 6	7 8 9

• Did the presentation reflect computer knowledge?	1 2 3	4 5 6	7 8 9
Answers to Questions	1 2 3	4 5 6	7 8 9
• Did the student show evidence of learning?	1 2 3	4 5 6	7 8 9
• Did the student show evidence of critical thinking?	1 2 3	4 5 6	7 8 9
Work Habits	1 2 3	4 5 6	7 8 9
• Did the student cooperate with others?	1 2 3	4 5 6	7 8 9
• Did the student manage time wisely?	1 2 3	4 5 6	7 8 9

Teacher Comments:

Tools

Video, "Supermarket Safari"- Learning Seed
Supplies from grocery store
Equipment from FACS classroom for taste test
Computers and software

Project

This is a project that students really enjoy. Because they are so involved in their learning, they take great pride in their work